

Building a Traveling Exhibit

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Overview of this webinar

Introduction to traveling exhibits

Sharing Our Stories Exhibit Planning Grant & Partnerships

The *Disasters: The Stories We Share* Traveling Exhibit

- See *Government Documents Exhibits: Planning and Developing Your Own* by Ben in the FDLP Academy <https://www.fdlp.gov/training/government-documents-exhibits-planning-and-developing-your-own>

Why create exhibits?

Promote local government, services, collections and perspectives, resulting in a broader incorporation of geography and diverse perspectives

Connect collection materials to community

Highlight lesser-known materials

Commemorate an event



"Rightfully Hers: American Women and the Vote" is on display at Bull Street Library.

Collaboration

Who can you work with?

Finding partners

Museums, societies

Building on a theme

Sharing resources

Finding funding

Local grants: Historical societies

State grants: State archives or state library

Federal grants: IMLS, NEH

Finding a project in progress



NEH Grant number: GE-276248-21 | Grant period: 5/1/2021-4/30/2024

Any views, findings, or recommendations expressed in this exhibit and website, do not necessarily present those of the National Endowment for the Humanities.

Subjects

What subjects are important to your community?

Stories

- Is it your story to tell?
- Has your story been told?
- Has your communities voices been heard?

Mindfulness

- Education vs exploitation
 - How the history is told.
- Is it our story to tell?
 - Oral histories
- Appropriate images
- Copyright
- What voices are missing and why?



Disasters

What we did

- Pick a topic
- Build a team
- Apply for grants
- Develop exhibits
- Consider additional sites



Photo by Jenny Kirchner

Original concept

Expansion of Government Documents Display Clearinghouse

- Materials and source lists

Develop free templates for use to create exhibits

- Provide clear, customizable plans
- Media templates
- Reduce time and resources needed

Developing the concept

- Traveling exhibit with customizable components
- Integrated host content
- Universal subject
- Supporting resources
- More accessible
- A national narrative
- Diverse voices

**This Traveling Exhibit is
a Disaster!**

Susanne Caro, Government Information Librarian, North Dakota State University

Ben Chiewphasa, Government Information Librarian, University of Montana

Jen Kirk, Government Information Librarian, Utah State University



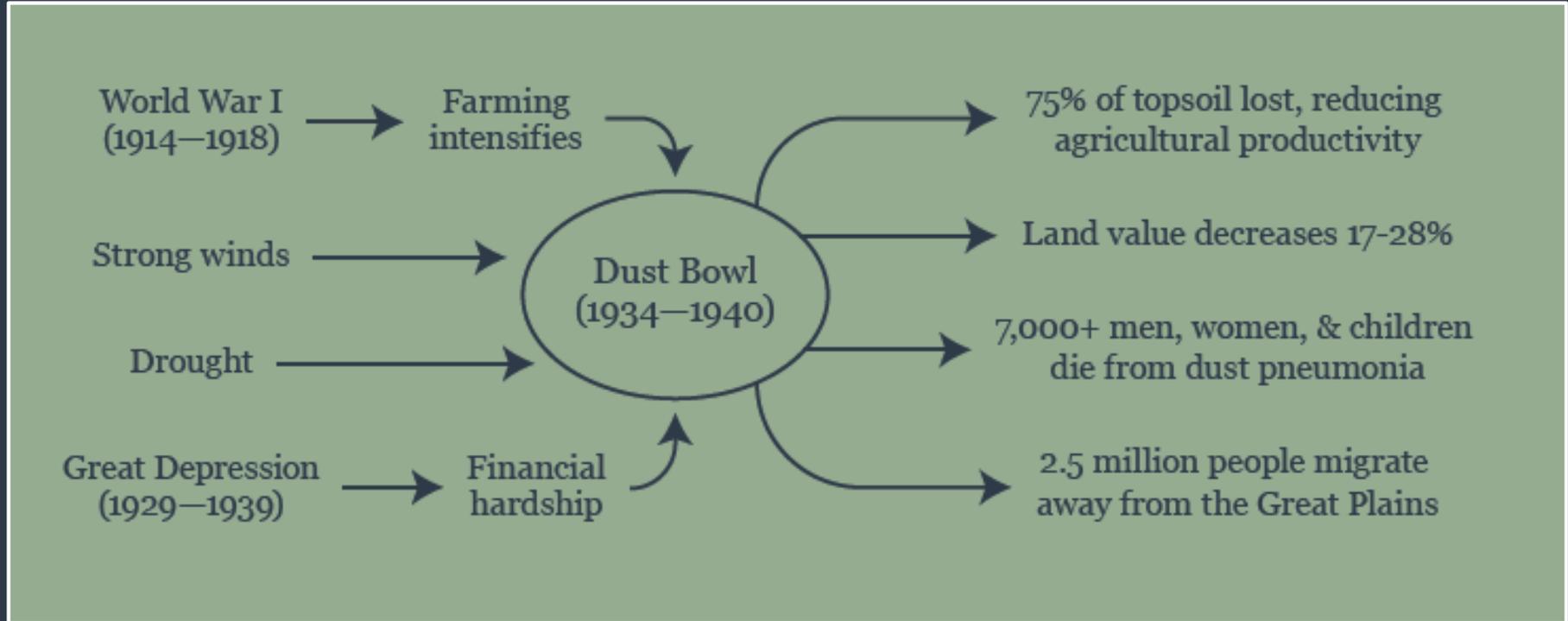
A team of specialists

University of Montana	Tobin Shearer, Historian, African-American Studies Erin Baucom, Digital Archivist, Natalie Bond, Government Information Librarian.
Utah State University	Jen Kirk,* Government Information Librarian Daniel Davis, exhibit design, photographs curator Blair Larsen, Geoscience Education, natural disasters Shay Larsen, Graphic Designer
North Dakota State University	Susanne Caro*, Government Information Librarian Chelsea Olmsted, Historian Sarah Kirkpatrick, Emergency Management
Minnesota State U. Moorhead	Trista Raezer-Stursa, Archivist
Columbia University, NY	Ben Chiewphasa*, Social Sciences and Policy Librarian Emily Schmidt, Journalism and Government Information Librarian Kae Bara Kratcha, Social Work and Professional Studies Librarian

Important themes

- Importance of memory and understanding of history to the narrative's framework
- Internal versus external narratives
 - Community-based vs. media-based narrative - how do the presentations differ and affect interpretation of the disaster?
 - What one view sees as resilience, another may see as tragedy/loss.
- Interactions between the social, economic, and natural world
 - Viewpoints influence change in the memory and interpretation of historical event.
 - National narrative frameworks
 - Influence on changing memory and interpretation relative to the history being told.

Interactions between the social, economic, and natural world



Narrowing down

Panel vs website

- Links to sources
- Expanded content
- Multimedia option

Disasters: Stories We Share
A traveling exhibit

Home About Host Sites How to Get Involved

Map Overview Back To Beginning ↶

Edmonton
AB SK
Calgary
Canada
MB
Winnipeg

MT ND
MN
SD
WY IA
NE
Chicago
IL IN
OH
Kentucky
KY VA
VA MD
DC
PA
New York
NY NJ
NJ CT
CT RI
RI MA
MA VT
VT NH
NH ME
ME

Salt Lake City
UT CO
Denver
KS MO
Kansas City
MO
St. Louis
KY VA
VA MD
DC
PA
New York
NY NJ
NJ CT
CT RI
RI MA
MA VT
VT NH
NH ME
ME

Las Vegas
AZ NM
Albuquerque
NM
Phoenix
NM
Dallas
OK AR
MS AL
GA
NC
TN
Nashville
TN
Charlotte
NC
VA MD
DC
PA
New York
NY NJ
NJ CT
CT RI
RI MA
MA VT
VT NH
NH ME
ME

Los Angeles
AZ NM
Albuquerque
NM
Phoenix
NM
Dallas
OK AR
MS AL
GA
NC
TN
Nashville
TN
Charlotte
NC
VA MD
DC
PA
New York
NY NJ
NJ CT
CT RI
RI MA
MA VT
VT NH
NH ME
ME

Puerto Rico

HOST SITE STORIES

Join us in exploring the diverse stories surrounding disasters and resiliency.

Apr-Jul 2022: North Dakota State University (Fargo, ND)
Aug-Nov 2022: Utah State University (Logan, UT)
Dec 2022-Feb 2023: University of Montana (Missoula, MT)

[Start Exploring](#)

Results

Disasters

The Stories We Share

What is a Disaster?

The Federal Emergency Management Agency (FEMA) defines a disaster as "an occurrence of a natural or man-made hazard, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries."

What is a hazard?

A hazard refers to a disaster with the potential to cause harm. Natural hazards include hurricanes, volcanoes, floods, wildfires, severe weather, and climate change. Human events can be classified as intentional, accidental, or otherwise low-frequency/short lifespan, resulting events which include, for example, terrorism.

What is a natural disaster?

A natural disaster is the effect of a natural hazard, particularly when the hazard affects large numbers of people or property.

The role of people

People are central to how we remember a "disaster." Natural hazards can and do take place regularly without affecting people, but a disaster is the result of the hazard's interaction with humans. Because the number of people (or amount of property) affected by a disaster is integral to the definition of a disaster, people are central to the definition.

The Dust Bowl

The Dust Bowl was a series of droughts, agricultural, and soil erosion leading to great human suffering.

Large areas of the Great Plains had been converted to farmland, and World War I increased the need for wheat, corn, and soybeans. The use of deep plowing for soil turning, and pasture overuse, led to the loss of the grass which held the soil in place. When a drought and strong winds hit the area it resulted in massive dust storms that displaced, but many people to abandon their farms and seek to other areas.

One eye storm raged in midday periods of dust from the plains to Chicago.

The drought affected successive years of Texas, Oklahoma, and Kansas. The use of deep plowing for soil turning, and pasture overuse, led to the loss of the grass which held the soil in place. When a drought and strong winds hit the area it resulted in massive dust storms that displaced, but many people to abandon their farms and seek to other areas.

Impacts

Disasters involve complex interactions between the world, economic, and natural world. Disasters can be caused by these factors and can, in turn, have many impacts.



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Retelling Stories

How do we tell the story of a disaster and how the story is repeated has as much an effect as the disaster. The story can change over time, and be interpreted in new contexts of media. Some stories look like others because of general human nature. These stories have been told and retold in various ways.

The Triangle Shirtwaist Fire

The Triangle Shirtwaist fire of 1911 is remembered because of the tragic loss of life that could have been prevented, and that the resulting changes to labor regulations, safety measures such as building fire codes, and other people to improve fire safety of the workplace were Italian and Jewish immigrant women. The factory on average hired 800 per week.



The Titanic

The Titanic sank on April 15, 1912, and 1,500 people died. Most of the victims were men and women, but many passengers also died. The disaster led to the creation of the International Convention for the Safety of Life at Sea (SOLAS) and the creation of the International Ice Patrol.

The SS Eastland

The SS Eastland was a passenger ship with a history of accidents. It was bound to Chicago and had to leave in 1915 when it hit rocks in the Chicago river. It rolled over, taking the passengers and crew. Many passengers were Greek immigrants, and many of the women were pregnant. They were rescued by a company phone.



04 | The 1956 Grand Canyon Collision

United Airlines Flight 744 and TWA Flight 1 collided over the Grand Canyon on June 30, 1956. Both flights had full loads of passengers. A 200-foot diameter fuel tank investigation determined the aircraft had been flying south when it hit the canyon, and did not see each other until it was too late. After the collision, the flight crew was not contacted until the Federal Aviation Administration was contacted. The site of the crash was declared a National Historic Landmark in 2004.

Questions to keep in mind:

How do you know of these disasters?

What do you know about them?

Whose stories are told?

Who have you heard of since but not others?



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Creating Stories

We need memory through monuments, learning environments, commemorations, and rituals. As we understand, we create interpretive frameworks. Shared power, consensus and personal experience of disaster has proven. As we observe these commemorative efforts, we need to get ourselves ready to change the telling, who is included or left out, and the kinds of images used as we remember together.

Instruction

Instruction—whether in primary, secondary, or undergraduate settings—also shapes our memory of disaster. Pedagogical, historical, and curricular choices from the past every day may still look, feel, and sound the same, and change the way. Historical memory is not as simple as it once was, and we need to be ready to change it.



Monuments & Memorials

Monuments and memorials range from simple buildings to grand structures. They often represent a nation's and people's history to remember their cultural identity of people, events, or experiences. They are often used to educate, inspire, and honor the memory and understanding of the commemorated events.



Celebrations & Memorial Events

Celebrations and memorial events also include monuments. These events create a sense of place, community, and history. They often include a sense of place, community, and history. They often include a sense of place, community, and history.



Popular Culture

Popular culture also commemorates disasters. Commemorative events of the National War Memorial include the Grand Canyon and the Statue of Liberty. Commemorative events of the National War Memorial include the Grand Canyon and the Statue of Liberty. Commemorative events of the National War Memorial include the Grand Canyon and the Statue of Liberty.

Questions to keep in mind:

Whose voices are included/left out?

Who is the storyteller?

How have related images been chosen and framed?

Whose is the story being told and how has it changed over time?



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Beyond the Immediate Aftermath

(Missoula, Montana)

In May and June of 1908, Western Montana was inundated with 53 days of rain and snow. This saturated the fire-burned Missoula River, now Clark Fork River, reaching a record high of 17 feet in June of 1908. There is a local folklore about what is considered another flood stage for the river. "This record high isn't the flood. The flood occurred with a lightning storm late in June, which caused the river to be dammed until close to six years later.

Flooding at its Peak

Overgrown, and saturated, and perennial without replenishment of the flood discharge the river with all of its fury and momentum. In striking the effects of the flood was limited to a sporting event on the river coming to town. The long lead up to the final allowed entrance to river was their families and household goods to higher ground. When low property than expected, and no time for sending to flood warnings, accounts seem best fitting the flooding that occurred between June 3 and June 7, in Montana.



1908 - Flooded area in Montana.

Rebuilding

All five crossings in the city of Missoula were destroyed or made temporarily impassable. One of the heaviest were swept off. Five reconstruction and temporary during their months by the state government. The National geological zone was completed on all from the floodable business district for us to all leaves before a temporary suspension bridge was constructed on June 25, 1908. A similar suspension bridge one built at the Virginia border crossing to the state of 90 feet wide permanent bridge opened. Missoula was reconstructed before opening. The flood was an expensive event to recover from, yet the water was of the emergency coverage was patients and splitting. "Building the strength and spirit of Missoula in the face of adversity.



1908 - Suspension bridge in Montana.

Six Years Later

It wasn't until the spring that the final consequences of the 1908 flood was apparent. During the height of the flooding, all of the walls that had not yet reached ground level. Millions were destroyed as a height of 40 feet. The town held, despite of expenditure, and in the process trapped around a million cubic yards of construction material, materials that washed downstream from Butte and Anaconda behind its walls. These sediments settled into the town's streets and destroyed brick/brick roads into the works and streets used to be home. The Clark Fork River watershed once devastated a watershed like to soil and the final cause of the flood stages.



1914 - Debris from the flood in Montana.

Questions to keep in mind:

What steps do you take to ensure when you are in a flood?

What flood do you remember? What do you remember about the community response?

At what other times has the community come together?

Learn more and find other stories at disasterwithid.org



Shaking Ground 1962 Earthquake

Cache Valley, Utah

On the evening of August 30, 1962, residents in Cache Valley experienced a short-term quake, shaking ground, and volcanic eruptions, which a magnitude 5.2 earthquake occurred in the northern Utah. The earthquake was moderate severe rates north of Richmond, where up to 100 houses were reported damaged.

Earthquake Impacts

Reports from the earthquake were widespread. The Benneville Telephone, a brick building in Richwood, was damaged beyond repair and subsequent demolished. Large houses in the valley from the temporary regional telephone network and structural construction. Buildings reported cracks in local centers. One valley road at a bridge at the time, opened. The road was not damaged, but the road was not to be used. This opened on the night of the time, but we had to make by the time.



1962 - Damaged building in Cache Valley.

"Residents. The same could be said for the time. I had had been damaged, primarily because the houses didn't have the money to repair them after the earthquake." There reports from the time document widespread destruction and recent events behind building for "the Utah's business centers, and a major earthquake." From the Small Business Administration. There could be used to repair structures or reduce losses from damage and recovery.



1962 - Street scene in Cache Valley.

The earthquake is a reminder of the environmental threat of climate. Contemporary water reports emphasized the continuing risk to Utah. An August 10, 2014 water action states that "It's only when there are consequences of flooding and people that the question has any actual effect."

Documenting Disaster

Several projects have sought to document Utah earthquakes, including the historical area between the historical earthquake project, which a digital personal accounts, photographs, and news stories help guide the disaster risk in Utah. The earthquake's path across the state, the Utah Historical Society's collection of historical documents, the Utah State Library's Special Collections and Archives Division photographs that show the damage from the earthquake.



1962 - Damaged building in Cache Valley.

This exhibit details on the local movement of the state. As three pages, personal connections to the earthquake have distributed. Utah Library collection contributions from the local online, photographic, and oral histories to our archival collections to help reconstruct the state and local level local natural disasters.

Questions to keep in mind:

What does learning about this earthquake teach us?

Do you have a connection to the event?

How do you and your family prepare for earthquake risk in the valley?

Learn more and find other stories at disasterwithid.org



Staying Above Water

Fargo-Moorhead floods

People in the Red River Valley are known for their efforts to keep the foodbanks back through times and hardships, their willingness to help the victims recover.



In 2009, Fargo-Louis Clark member Mike Brown had an idea for a warehouse dedicated to the more people who have needed to give communities from flooding. After the floodwaters in Fargo, the local area from Fargo, North Dakota and surrounding to north of the Red River. The work was funded by the City of Fargo by the Louis Clark members are encouraged to use themselves and their own efforts reflected in the effort.

1997 - Floody Fargo

On April 7, 1997 the Red River rose to 93.1 feet, a record that would be broken in 2009.

"The year people on the ground suffered, they in some ways kept their off. Thousands of these people were left before our doors from their homes, which, where not removed from the floodwaters, left them in a badly exposed and water soaked as to be previously stated."



Having seen the destruction as a flood city rising over it all after the Great Fargo Flood of 1897, the city refused federal aid and voted to reconstruct. "But we do not desire government aid coming to us in particular cases."

1943 - Wartime Flood

In the midst of World War II, the Red River's record flood above 93 feet in Fargo/Moorhead area. Within days it rose to all feet, standing at 93.1 feet on April 7th. The above 93 feet flood forced a 24 hour evacuation from homes and 10,000 people from the city. In 1943, Fargo's hospital was completely surrounded by flood water and the local hospital of. Instead of receiving the patients, patients were left to be hospitalized in the ground, patients were moved to the upper floors, and a local hospital of some received patients from the floodwaters.

"The city was used for greater damage to flood programs that built jobs and a clean system to take the water out of the region.

1999 - Still Flooding

A year after record fall in the Red River was followed by multiple floods led to the 1999 Red River Flood. The thousands of people were called to evacuate, as a result of a 93 feet flood was not enough for the reason. The flood peaked at 93.1 feet.



Water rose above the river and level of the Red, led many evacuations and other small businesses are being and building. The floodwaters have damaged and destroyed many small businesses and other local food banks. The floodwaters have been a major cause of the disaster.

Questions to keep in mind:

At what other times has the community come together?

What flood do you remember? What do you remember about the community response?

What lessons do you offer on how to stay remembering a flood?

Do you feel a specific story was more prominent?

Learn more and find other stories at disasterwithid.org



Host Sites

Institution	Topic
North Dakota State University	Floods - a history of flooding and community cooperation
Utah State University	Earthquake - 1962, Cache Valley
University of Montana	Floods- How a flood led to the release of pollution from a mine and decades of remediation
Kansas State University	Floods - The role of K-State in supporting the community during the 1951 flood
Columbia University	Mass incarceration - Rikers Island Prison Complex

Connecting with community partners (ND)

- The City of Fargo
- Fargo Lions Club
- Fargo Public Library
- North Dakota National Guard
- Clay County Historical Society
- North Dakota State Historical Society
- Broader context



Logistics

Assessment

- Host participation
- Effectiveness of exhibit
- Programing
- Ease of use and access

Timing

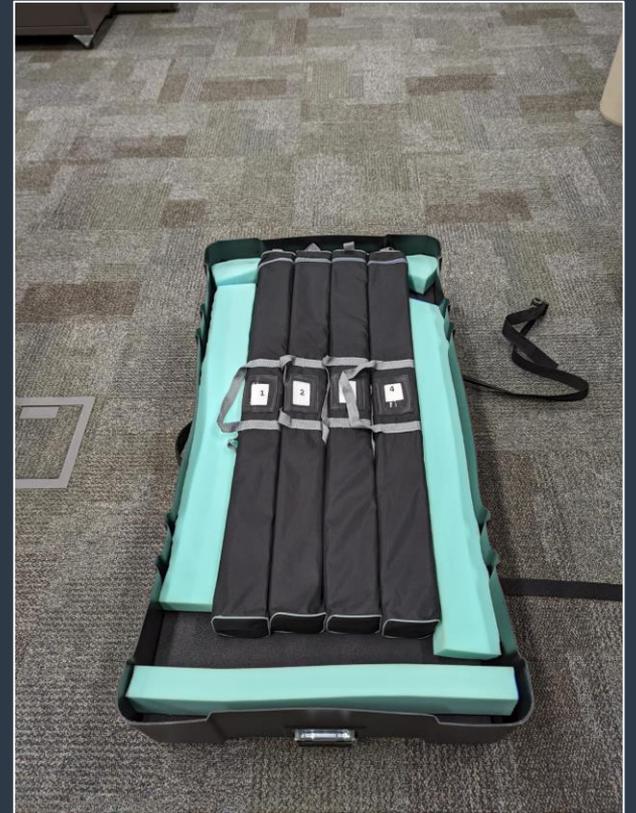
- Is there enough time for host content development?
- Reaching out to partners? Building relationships?

Shipping

- Deliver time and costs

Support

- Marketing materials and funding





Disasters

The Historic Mt. Diablos

What is a disaster?

Dustbowl Storms

What is a disaster?

Dreadful Fire

What is a disaster?

Sinking Ground

What is a disaster?

Costs

- Full banner and stand \$220 (x 4 = \$880)
- X banner stand \$40, \$100 to print (\$140 x 4 = \$560)

Shipping

- \$65.96 Fargo- Logan, UT (USPS)
- \$218.00 Logan-Missoula (UPS)

Lessons learned

Maintaining access to shared files

Some ideas won't work out

Doing good community engagement takes time to build relationships/trust

Communication lines

Be ready to explain why an academic library should be involved in this sort of work/project

Importance of collaboration

What would your exhibit look like?

Your collections....

Your connections....

Your community....

Your questions?

Interested in learning more?

[Disasterexhibit.org](https://disasterexhibit.org)
